



Radley CE Primary School Personal Social and Health and Economic Education (PSHE) Policy

Other school policies contribute to the Personal, Social, Health and Economic Education Policy and are the school's:

- *Child Protection Policy*
- *Behaviour Policy*
- *Anti- Bullying Policy*
- *Sex and Relationships Education (SRE)*
- *Drug Education and the Management of Drug Related Incidents*
- *Safeguarding*
- *Equality and Social Inclusion policy*

PSHE is central to the development of the pupils in our school. The planned programme used is designed to help pupils to deal with the complex moral, social and health-related issues that arise in their lives and in society. It also helps pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. The provision of a comprehensive PSHE programme is central to achieving our schools own aims and objectives and mission statement.

Whilst PSHE Education remaining a non-statutory subject, Section 2.5 of the National Curriculum 2014 framework document recommends that: *'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'*

Equal Opportunities

We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching pedagogy will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

Key principles and scope of PSHE provision.

Our PSHE programme recognises that young people will bring prior learning and real life experiences to the learning. Our programme respects and builds on these providing a programme that reflects the universal and unique needs of our students. We liaise with local professional agencies to enable us to prioritise learning within our programme and to ensure its relevance. Planning is based on a range of resources and, predominantly the Jigsaw scheme of study is used.

The PSHE programme is taught within a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The PSHE programme is just one part of what the school does to help young people develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE education programme supports and is supported by other curriculum areas, cross-curricular learning opportunities and the school's commitment to providing a 'healthy school's' climate and culture. The personal and social development of

young people is the responsibility of all staff supported in partnership with families and the wider community. Where appropriate the school encourages their involvement in the programme.

Learning takes a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

PSHE encourages children to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

Monitoring and evaluation

Planning of PSHE is monitored and the scheme of work and policy reviewed according to the review cycle.

Confidentiality

Due to the nature of the topics covered in the PSHE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Assessment, recording and reporting

Pupils have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on young people's self-awareness and self esteem and there are opportunities to record learning and progress in different ways.